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ABSTRACT

This manual is intended to train parents of handicapped children to assist other parents in accessing the special education resources available in the Chicago (Illinois) Public Schools. The training program's purposes include: to increase parents' understanding of special education services, to train parents to work as collaborators with school personnel, and to enhance school/home cooperation. Training program activities involve intensive inservice, exposure to district special education services, and interaction with central office personnel. The program's first phase focuses on gaining information and skills, dealing with improving communication skills, using resources effectively, and understanding the role of the parent in the decision-making process. Phase 2 stresses the demonstration of information and skills, and covers problem solving and action-taking, individual and group sensitivity, and preparation for parent contacts. Five appendixes provide: a session evaluation form, a sample record of individual contact, a sample summary report, tips on how to lobby state legislators, and tips on preparing for a hearing. (DB)

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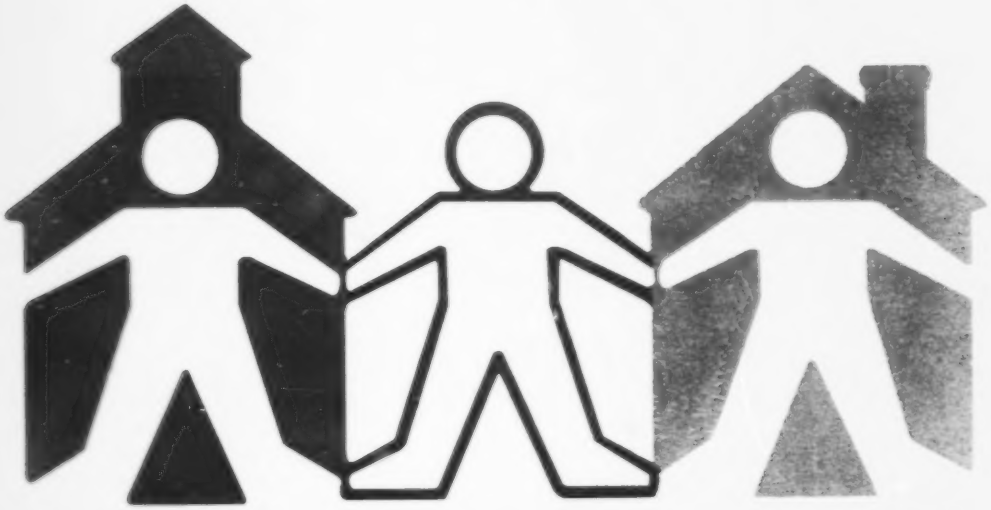
CHICAGO PUBLIC SCHOOLS

TRAINING MANUAL



FRIENDS
OF SPECIAL EDUCATION

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PREFACE

Friends of Special Education is a group of parents of handicapped children who are trained to assist other parents in accessing the special education resources available in the Chicago Public Schools.

The purposes of the training program are

- To increase parents' understanding of special education services
- To train parents to work as collaborators with school personnel
- To enhance school/home cooperation

The activities of the training program are

- Intensive inservice
- Exposure to district special education services
- Interaction with central office personnel

ACKNOWLEDGMENTS

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*Titles listed indicate positions held at the time of the preparation of this publication.

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FRIENDS OF SPECIAL EDUCATION
TRAINING MANUAL

MANFORD BYRD, JR.
General Superintendent of Schools

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CITY OF CHICAGO

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INTRODUCTION

This manual provides information as well as discussion topics and role-playing suggestions used in training sessions conducted by the Bureau of Staff Development in Special Education for Friends of Special Education. The target group is parents who are interested in providing support to other parents of handicapped children in the Chicago Public Schools.

In three all-day Phase I sessions, trainees gain information and skills. In three all-day Phase II sessions, trainees demonstrate and use the information and skills gained in Phase I. Topics include communicating, using resources, making decisions, taking action, understanding individuals and groups, managing stress, and preparing to work with parents. Understanding the structure and processes of the Chicago Public Schools is also part of the training.

Trainers can adapt the content of the manual to the experiences of parent participants. Based on discussion, requests of participants, and written evaluations, they can modify subsequent sessions as needed.

Both formative and summative evaluations are conducted for each session.

ADVISORY BOARD*

The Advisory Board, composed of parents and of local school, district, field, and central office administrators, was selected by Chicago Public Schools district superintendents and central office administration. This Advisory Board met at designated times throughout the 1985-86 school year and provided reactions and suggestions in the development of the training for the Friends of Special Education program.

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for the Handicapped

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District 17

*Advisory Board members are listed with the titles they held during the development of this program.

PHASE I: GAINING INFORMATION AND SKILLS

SESSION 1: BUILDING COMMUNICATION SKILLS
(Full day of training)

1. 0 Basic Principles/assumptions

Chicago Public Schools commitment to service, discussion of expectations and goals of parent/school interactions, limitations of training, a rationale for a good working relationship between parents and schools, how and when to facilitate, development of friendship concept.

1. 1 Exchange of views

Participants and instructors exchange of views on the role of parents in their children's education, identification of special interests and concerns by participants, small-group participant's discussion of issues involving parent/school interaction, whole-group discussion of a list of issues

1. 2 The parent/teacher interaction

Examples of interactions (conferences, Individual Education Plan meetings, etc.), steps in arranging the interaction, the format to follow, what to expect

1. 3 Strategies for parents

Demonstrations showing active listening, reflecting stated feelings, making assertive statements, asking questions, clarifying information; summarizing and follow-up activities

1. 4 Role-Playing

Opportunities for role-playing specific parent/teacher interactions

1. 5 Summary of section on building communication skills

ISSUES INVOLVING PARENT/SCHOOL INTERACTION

Samples of needs expressed in small-group discussion:

1. Asking for additional help in school

2. Dealing with specific school problems (on the playground, transportation, attendance, etc.)

3. Asking questions about a child's placement

4. Asking questions about the Individual Education Plan (IEP) process

5. Asking for summer service

6. Finding out what programs are available at the high school

7. Finding out what programs/services are available after graduation from high school

8. Understanding the parent role in conferences

9. Requesting additional services

10. Others

ROLE-PLAYING PRACTICE SITUATIONS

Reflecting Stated Feelings[1]

1. TEACHER: Robert hasn't shown any improvement in reading since he started in my class. I just don't know how to reach him.

   PARENT:

2. TEACHER: Meg is driving me crazy with her questions. I wish just once she would accept a rule because it is there rather than always challenging me. I'm exhausted at the end of the day and Meg is largely responsible.

   PARENT:

3. TEACHER: If John's behavior continues to be disruptive, I will not allow him to participate in orchestra. I don't know where he learned his manners!

   PARENT:

4. TEACHER: Kitty hands in sloppy, unfinished papers. She could do better if she exhibited better work habits.

   PARENT:

5. TEACHER: I know Kerry is smart, but I don't approve of children skipping grades. I don't think he should be in my first grade without having had kindergarten!

   PARENT:

---

[1] Some material originally published in Wolf, J.S. & Stephens, T.M. (1982). *Effective Skills in Parent/Teacher Conferencing: The Parent's Perspective*, NCEMMH, The Ohio State University

Clarifying Information[1]

1. TEACHER: There is absolutely no way that Butch can get resource help. I've taught a lot of kids and I know he simply doesn't qualify.

   PARENT:

2. TEACHER: The only solution with a child like Kevin is to use physical punishment. You need to give us permission to do this when we consider it necessary.

   PARENT:

3. TEACHER: Because of her learning disability, Tina is very slow in responding to questions. For that reason, I can't call on her in class so I just let her sit.

   PARENT:

4. TEACHER: Kelly finishes her worksheets quickly but I can't always be giving her extra things to do. It is good discipline for her to sit and wait for the other students to finish their work.

   PARENT:

5. TEACHER: Even though Melanie has been identified to go to the enrichment class, I insist that she finish all her worksheets, even those we do when she is gone. If she has to miss recess and use part of her lunch period, then that's just the way it is.

   PARENT:

---

[1] Some material originally published in Wolf, J.S. & Stephens, T.M. (1982). *Effective Skills in Parent/Teacher Conferencing: The Parent's Perspective*, NCEMMH, The Ohio State University.

Making Assertive Statements [1]

1. TEACHER: I'm sorry we can't have Rodney participate in the enrichment class. He is qualified and I know he needs the academic enrichment, but because of his wheelchair, there is no way to get him upstairs where the class is held. There is nothing to be done. I'm really sorry.

   PARENT:

2. TEACHER: Now that I have explained everything about Carol's performance, I'm sure that you agree that she should be retained in first grade. I should have called you sooner about the difficulties she was experiencing (it's May 1st), but at least we can settle the matter now.

   PARENT:

3. TEACHER: I'm sure that you agree that Melvin's school problems are related to your recent divorce. Can you give me some details about your personal situation?

   PARENT:

4. TEACHER: It's been fun to chat with you. I feel we know each other better. Now you have a sense of how my personal experiences have shaped my philosophy.

   PARENT:

5. TEACHER: These standardized tests are used to measure achievement scores and are expressed in percentiles and we can get means with standard deviations for each youngster.

   PARENT:

---

[1] Some material originally published in Wolf, J.S. & Stephens, T.M. (1982). *Effective Skills in Parent/Teacher Conferencing: The Parent's Perspective*, NCEMMH, The Ohio State University.

Questioning [1]

1. TEACHER: Based on the tests we use in fifth grade, Jim is a slow learner. He probably will never graduate from high school.

   PARENT:

2. TEACHER: Juan just doesn't know how to behave. He doesn't use good judgment on the playground, is constantly getting in trouble, and is generally a problem.

   PARENT:

3. TEACHER: The reports and evaluation concerning Ted indicate that he is emotionally disturbed and needs a different placement.

   PARENT:

4. TEACHER: Children should be kept with others their age. Besides, Maria's work is not perfect in all areas. She should stay in second grade and do the same work other second graders are doing.

   PARENT:

5. TEACHER: The state requirements say that all children must participate in gym.

   PARENT:

---

[1]Some material originally published in Wolf, J.S. & Stephens, T.M. (1982). *Effective Skills in Parent/Teacher Conferencing: The Parent's Perspective*, NCEMMH, The Ohio State University.

TWO COMMUNICATION MODELS

CONFRONTATION

- Uses emotionally-laden language
- Is demanding
- Moves quickly to legal process
- Assumes adversarial relationship
- Ignores feelings of individuals
- Uses power moves
- Uses threats for specific ends
- Focuses on short-term goals

COLLABORATION

- Uses cooperative language
- Requests consideration of options
- Tries to work through the system
- Acknowledges feelings of individuals
- Accepts good faith of individuals
- Emphasizes long-term relationships
- Allows for disparate views
- Uses meditation
- Is process oriented

DEFINITION OF ASSERTIVENESS

Assertiveness means standing up for your personal rights in direct, honest, and sincere ways while respecting the rights and opinions of others.

SIMULATIONS [2]

Simulation 1

You suspected that Liz had some learning problems at the end of kindergarten, and at the end of first grade, her problems seemed to have worsened. You suggested to the classroom teacher that Liz be tested. The teacher said that Liz was immature and would grow out of her problems and that testing creates a stigma that will only harm Liz. You want the diagnosis, but you do not want to alienate Liz's teacher. What should you do?

Simulation 2

You have been to a year-end meeting and the team members have told you that Philip will no longer need a self-contained placement. They are planning to put him in a resource room for one hour a day next year. You protest, arguing that the structure and management systems presently in place are maintaining Philip's behavior. The team is committed to the concept of Least Restrictive Environment and feels the move is in keeping with that concept. Frankly, you are concerned and frightened that the move will cause a regression for Philip.

Simulation 3

You have met with Ben's classroom teacher who recommended that Ben be placed in special education. You have just completed a workshop in which you learned that a comprehensive battery of tests by a multidisciplinary team is needed to identify and place children in special education. What should you do?

Simulation 4

Sandra has been tested by the school team and you learn that she has behavior problems and a severe attentional deficit disorder. You are told there is no room in the self-contained classroom so she will be placed in a resource room for two hours a day until a spot becomes available.

Simulation 5

You believe that Billy is being underserved in speech and language. An independent evaluator recommends speech and language five times a week for one half-hour. The school team insists that they can only provide the service twice a week for one half-hour. You are willing to negotiate and settle for three half-hour sessions per week. How do you proceed?

Simulation 6

You have a behaviorally disturbed fifteen-year-old son, Aaron, who is being served in a self-contained setting. You receive a call from the principal informing you that Aaron is being placed on home study beginning the following Monday because he is ungovernable.

Simulation 7

Dana's IEP states that she will receive occupational therapy three times a week for the coming year. After three weeks you learn that the therapist has not been to the school and no program has been initiated.

---

[2]Simulations insert from training manual by Dr. Mary Buchanan. This material was organized and developed for the Utah Parent Information and Training Center under a grant from the U.S. Department of Education.

OBSERVATIONAL CHECKLIST FOR SIMULATIONS

Participants who observe simulations are asked to complete this form. The observations of the participants are then discussed.

1. What was the goal of the interaction?

   _____

2. Was the goal accomplished? ____yes ____no
3. Was there an exchange of ideas/information? ____yes ____no
4. Was rapport established? ____yes ____no
5. Did the parent use active listening? ____yes ____no
6. Did the parent reflect stated feelings? ____yes ____no
7. Did the parent ask useful questions? ____yes ____no
8. Did the parent clarify information? ____yes ____no
9. Was the parent assertive? ____yes ____no
10. Was an attempt made to summarize the interaction? ____yes ____no
11. Were plans made for follow-up? ____yes ____no
12. What was your general feeling about the interaction? ____positive
    ____neutral
    ____negative

Comments _____

_____

_____

SESSION EVALUATION

At the end of this session and each of the other sessions, each participant fills out a Session Evaluation. (See Appendix 1.)

SESSION 2: USING RESOURCES EFFECTIVELY (Full day of training)

2.0 Understanding the system

Structure of Chicago Public Schools; information related to obtaining services for children: child find, screening, referral, diagnosis/assessment, evaluation, classification, the IEP, placement, evaluating progress; overview of services and system by professional staff from Pupil Personnel and Special Education Services; overview of meditation process by director, Due Process

2.1 Resource information

Administrative directory, key personnel, etc., within school system; community resources; organization of materials

RESOURCE MATERIALS

Additional training materials relating to regulatory procedures in special education are distributed to participants. These may include publications from the Illinois State Board of Education, from the Chicago Public Schools, and from community agencies.

SESSION 2 EVALUATION FORM

DIRECTIONS: Your evaluation of this training session will assist us in planning future programs. Please base your evaluation on relevant content and quality of presentations. Circle one number and give additional comments if applicable.

A. EVALUATION PROCESS

	Superior				Fair
Referral and Screening	5	4	3	2	1

Comments _____

_____

	Superior				Fair
Nursing Assessment	5	4	3	2	1

Comments _____

_____

	Superior				Fair
Psychological Assessment	5	4	3	2	1

Comments _____

_____

	Superior				Fair
Social Work Assessment	5	4	3	2	1

Comments _____

_____

	Superior				Fair
Referral and Evaluation for Non-Attending Handicapped Students	5	4	3	2	1

Comments _____

_____

B. SPECIAL EDUCATION PROGRAMS

1. Physically Handicapped	Superior				Fair
a. Speech and Language Impaired	5	4	3	2	1
b. Orthopedics/Other Health Impaired	5	4	3	2	1
c. Elementary Hearing Impaired	5	4	3	2	1
d. High School Hearing Impaired	5	4	3	2	1
e. Visually Impaired	5	4	3	2	1
f. Home and Hospital	5	4	3	2	1

Comments _____

_____

_____

Superior Fair

2. Mentally Handicapped 5 4 3 2 1

Comments _____

_____

Superior Fair

3. Special Needs 5 4 3 2 1

Comments _____

_____

Superior Fair

4. Learning Disabilities 5 4 3 2 1

Comments _____

_____

Superior Fair

5. Early Childhood 5 4 3 2 1

Comments _____

_____

Superior Fair

6. Tuition Program 5 4 3 2 1

Comments _____

_____

C. DISCUSSION, QUESTIONS AND ANSWERS

Superior Fair

5 4 3 2 1

Comments _____

_____

D. THE TRAINING PROGRAM LEADERS

Superior Fair

1. Demonstrated competence in the subject matter 5 4 3 2 1

2. Kept the training interesting and lively 5 4 3 2 1

3. Established a favorable climate for learning, i.e., allowed freedom to question, to differ, to be quiet, to laugh, etc. 5 4 3 2 1

4. Effectively presented content 5 4 3 2 1

5. Effectively led discussion and other activities 5 4 3 2 1

Comments _____

_____

E. SERVICES RELATED TO SPECIAL EDUCATION

1. Public Information Superior 5 4 3 2 1 Fair

Comments _____

_____

2. Transportation Superior 5 4 3 2 1 Fair

Comments _____

_____

3. Due Process Superior 5 4 3 2 1 Fair

Comments _____

_____

4. Discussion, Questions and Answers Superior 5 4 3 2 1 Fair

Comments _____

_____

F. OVERALL RATING FOR THIS TRAINING SESSION Superior 5 4 3 2 1 Fair

Comments _____

_____

_____

_____

_____

_____

_____

G. Please list other topics you would like discussed at future training sessions.

1. _____

2. _____

3. _____

4. _____

5. _____

H. What has this training program provided you with that you can now apply in your home/school situation? (List one or two thoughts.)

_____

_____

SESSION 3: UNDERSTANDING THE ROLE OF THE PARENT IN THE EDUCATION DECISION-MAKING PROCESS (Full day of training)

3. 0 Presentation of multidisciplinary staffing: video

Professional staff and parent simulation of multidisciplinary conference, followed
by feedback and discussion of issues

3. 1 Working together as volunteers

Discussion of issues related to volunteering in school programs by staff members of Bureau of Volunteer Programs

3. 2 Review of time line for special education services

3. 3 Multicultural resources and services

3. 4 Tour of Administration and Service Center

3. 5 Summary and evaluation

Discussion of training; discussion of follow-up training; written evaluations

OBSERVATIONAL CHECKLIST FOR MULTIDISCIPLINARY STAFFING

Participants who observe the simulated multidisciplinary staffing are asked to complete this form. The observations of the participants are then discussed.

1. What was the goal of the interaction?

   _____

2. Was the goal accomplished? ____yes ____no
3. Was there an exchange of ideas/information? ____yes ____no
4. Was rapport established? ____yes ____no
5. Did the parent use active listening? ____yes ____no
6. Did the parent reflect stated feelings? ____yes ____no
7. Did the parent ask useful questions? ____yes ____no
8. Did the parent clarify information? ____yes ____no
9. Was the parent assertive? ____yes ____no
10. Was an attempt made to summarize the interaction? ____yes ____no
11. Were plans made for follow-up? ____yes ____no
12. What was your general feeling about the interaction? ____positive
    ____neutral
    ____negative

Comments _____

_____

_____

PHASE II: DEMONSTRATING INFORMATION AND SKILLS

SESSION 1: PROBLEM SOLVING AND TAKING ACTION
(Full day of training)

1. 0 Problem solving and taking action

Identifying specific issues, presenting issues to school personnel, learning how to take action in a cooperative way with key personnel

SESSION 2: INDIVIDUAL AND GROUP SENSITIVITY
(Full day of training)

2. 0 BaFa' BaFa' (a cross-cultural experimental activity)

Morning session dealing with increasing sensitivity to other cultures using a simulation activity

2. 1 Stress management

Afternoon session dealing with individual issues related to stress conducted by the Bureau of Staff Development in Special Education, Department of Pupil Personnel and Special Education Services

SESSION 3: PREPARATION FOR PARENT CONTACTS
(Full day of training)

3. 0 Review of Phase I and Phase II activities

3. 1 Discussion of parent contacts and communications with principal

Parent role, methods of contact, record keeping, follow-up

3. 2 Preparation for multidisciplinary staffings

Role, expectations, confidentiality issues, scheduling

3. 3 Presentation and discussion of parent contact forms

Report of Individual Contact, Summary Report (See Appendices 2 and 3.)

3. 4 Discussion of upcoming activities

Multidisciplinary staffings, volunteer recognition event, parent conferences

3. 5 Presentation of Certificates of Completion

POTENTIAL OUTCOMES OF TRAINING PARENTS AS FRIENDS OF SPECIAL EDUCATION

At the completion of Phase I and Phase II activities, Friends of Special Education should have become supportive, knowledgeable, and informed about services and actions beneficial to special education children and their families.

Parents may engage in the following activities:

- Writing letters to officials: school, legislators (see Appendix 4), community organizations or agencies
- Developing presentations for public hearings (See Appendix 5.)
- Attending multidisciplinary staffings as a friend of the parent
- Supporting others of the group with needed information, time, and concern (e.g., multidisciplinary staffing, due process hearings)
- Helping parents with information and providing guidance as they attempt to access services for their children (e.g., multidisciplinary staffing, due process hearings)
- Developing follow-through action plans for the group or for others in accessing services
- Collecting and organizing a file of special education materials and resource persons for quick access and referral
- Developing a feedback and evaluation network within each group for future planning, corrective action, and support (e.g., respite service information, skills bank, job hotline, child placement, events calendar)

Friends provide information they have accessed by

- Sharing information in school bulletins
- Sharing newspaper articles
- Distributing materials, manipulatives, films, slides, and book references from School Media Resource and Information Centers concerned with special education
- Alerting parents to articles from national magazines about programs, projects, and activities that improve the quality of life for special education children and their families (e.g., *Counterpoint Illinois*, the national magazine published by the National Association of State Directors of Special Education)

The Advisory Board and Friends, composed of parents, teachers, and agency and school administrators, serve as partners in accessing services and resources for special education children and their families by

- Meeting regularly to plan, evaluate, and interact
- Establishing the criteria used by district superintendents in selecting trainees for the program from among those persons recommended by principals and other school personnel, thus ensuring that collaborative rather than confrontive school linkages are immediately in place
- Arranging for participation of special education directors responsible for delivering services in meetings and workshops as resource persons and/or workshop leaders

As a result of training, Friends can take an active part in activities that bring services and information to special education children and their families by

- Forming a "Parent Panel" on special education services and resources that will speak at workshops or conferences
- Alerting parent groups about area workshops or conferences, both inside and outside of their community, in which they can participate
- Participating in public hearings (e.g., The Education Committee of the State Legislature) and writing letters to legislators about concerns and reactions

Attendance at multidisciplinary staffings allows trainees to anticipate needs of parents and help them understand

- Forms for a multidisciplinary staffing, schemata for a multidisciplinary staffing, legislative acts for special education, due process hearing procedures

Field trips are used to bring firsthand experiences to Friends so that they become knowledgeable about special education services in their school communities and ways to access these services. Field trips include

- Visiting a hospital that is free for the handicapped
- Visiting a residential home with programs for the mentally and physically disabled
- Visiting a rural setting that provides independent living and rehabilitative services for the disabled

Sensitivity to diverse cultures as well as effective communication among various ethnic groups can be developed through role-playing, listening skill practice, and group guidance activities. Sensitivity and communication skills are improved by

- Visiting a multicultural resource center
- Participating in cross-cultural simulation activity (e.g., BaFa' BaFa')
- Determining group concerns and points of stress
- Calling in appropriate resource persons to present workshops

Group cohesiveness and unity in purpose are built through contact and recognition activities which include

- Awarding "Volunteer Work Recognition"
- Giving Certificates of Achievement
- Carpooling to attend activities
- Attending conferences together
- Using mealtimes as part of the training sessions

APPENDICES

Appendix 1

SESSION EVALUATION FORM*

Phase _____ Session _____

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. The content of the workshop was relevant for my needs as a parent.	_____	_____	_____	_____	_____
2. The material distributed was practical and useful.	_____	_____	_____	_____	_____
3. The presentation was well-organized.	_____	_____	_____	_____	_____
4. The presentation was conducted in an interesting manner.	_____	_____	_____	_____	_____

5. My overall satisfaction with the workshop can be characterized as follows:

Extremely Satisfied	Satisfied	Neutral	Dissatisfied	Extremely Dissatisfied

Comments _____

_____

_____

*This Session Evaluation Form is filled out by each participant at the end of each session of the training program.

Appendix 2

CHICAGO PUBLIC SCHOOLS
FRIENDS OF SPECIAL EDUCATION
RECORD OF INDIVIDUAL CONTACT

Date _____

Name _____

Address _____

Zip _____ Tel. Number _____

District _____ School _____

Age of Child _____

Question, issue, or concern _____

_____

_____

What was done? _____

_____

_____

_____

_____

_____

_____

_____
Signature of Friend

RETURN COMPLETED FORM TO:
Director
Bureau of Staff Development
in Special Education 6C(s)
Administration and Service Center
1819 West Pershing Road
Chicago, Illinois 60609

_____
Telephone Number

Appendix 3

CHICAGO PUBLIC SCHOOLS
FRIENDS OF SPECIAL EDUCATION
SUMMARY REPORT

MONTH _____ DISTRICT _____

NUMBER OF PARENT CONTACTS _____

ISSUES/CONCERNS _____

_____

_____

_____

_____

_____
Signature of Friend

_____
Telephone

RETURN COMPLETED FORM TO:
Director
Bureau of Staff Development
in Special Education 6C(s)
Administration and Service Center
1819 West Pershing Road
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Appendix 4

HOW TO LOBBY YOUR STATE LEGISLATORS [3]

The opinions of his/her constituents are an important factor in influencing the vote of a state legislator. Legislators are accustomed to hearing from lobbyists for special interest groups but far less accustomed to hearing from individuals who are lobbying in the public interest.

Therefore your support of specific bills should have considerable impact on the positions of your state senator and state representative.

1. If you do not know who your state senator and your state representative are, call your town or city clerk or elections office and get their names and addresses.
2. Write to them, urging their support of specific bills, mentioning them by number.
3. It is important to write brief letters citing the specific bills (by number) that you support, giving reasons why you support them, and urging your representative to vote for them. It is important to be positive in your approach. In order to find out how your representative stands on a given issue, ask for a reply.
4. If possible, plan to either call or visit your legislator at home or at the state house with a delegation from your district. Be sure to make an appointment first.
5. Write letters to the editor of your local paper supporting those bills by number and describing their intent. Send copies of these letters to your representatives.
6. Urge other constituents to let their representatives know how they stand on these bills. This may be a good way of interesting them in common cause as well.
7. In addition to writing to your local legislators, also send letters to the governor, the secretary of state, and the majority and minority leaders of the house and senate.
8. Contact friends in other groups (Chamber of Commerce, League of Women Voters, Urban League, labor unions, etc.) and urge them to get their members to support these bills.

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[3] Citizens Information Service of Illinois, *"How to Prepare for a Hearing"* and *"How to Lobby Your State Legislators"* (Chicago).
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Appendix 5

HOW TO PREPARE FOR A HEARING [3]

Testimony should be:

SHORT

ACCURATE

LIVELY

Written and spoken testimony should include:

WHO YOU ARE

WHOM YOU REPRESENT

WHICH SIDE OF THE ISSUE YOU REPRESENT -- PRO OR CON

MAKING YOUR IMPORTANT POINTS:

1. WHAT YOU ARE ASKING
2. WHY
3. FACTS TO BACK YOUR OPINIONS

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[3] Citizens Information Service of Illinois, *"How to Prepare for a Hearing"* and *"How to Lobby Your State Legislators"* (Chicago). Reprinted with permission.

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